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BOOK REVIEWS

The Public Schools and Women in Office Service. Women's Educational and Industrial Union Department of Research. Prepared under Direction of MAY ALLINSON, M.A., Associate Director of the Department. Preface by F. V. THOMPSON, Assistant Superintendent of the Boston Schools in Charge of the Vocational Schools. Pp. ix+186.

This volume presents the results of an inquiry undertaken at the request of Mr. Thompson to "throw light on some of the problems of training girls for office service" (p. 12). Two other inquiries, not yet completed, were undertaken at the same time, one by the Boston Chamber of Commerce Committee on Education to perform a similar task in relation to the education of boys, and one by a Committee of Commercial Teachers, representing the Massachusetts State Board of Education, "to examine the business careers of boys and girls who had been out of school some time" (p. viii).

The aim of the present study is said to be to "present the business, economic, and social conditions which confront the public commercial high schools and which should determine the formulation of their curricula" rather than to analyze the existing curriculum or attempt to plan a new course of study (p. 15). This plan is carried out in a series of chapters, prepared by the Fellows in the Department, on "The Public School and Its Problems" (Lucy C. Phinney), "Character of Office Service" (Jean M. Cunningham), "Wages" (Margaret M. Lothrop), "Home Life and Responsibilities" (Hazel Manning). The text is supplemented by 44 tables and 9 charts. Miss Allinson supplies an introductory and a final chapter. She finds the task before the school in organizing an educational program for office positions, as for all vocational education, to be fourfold: "First, an intimate acquaintance with the conditions and demands of the occupation is necessary. . . . Second, an equally intimate acquaintance with the background and characteristics of the prospective worker and her possibilities for success and of adjustment to the demands of the occupation is essential. Third, on the basis of this knowledge, applicants for training should be carefully considered and tested out. They should be given a clear understanding of the occupation to which they are aspiring and of its conditions and requirements. Those students who lack the requisite qualifications should be directed into lines for which they have some capacity and interest. Those who are eligible for training should be carefully studied, so that the qualities in which they are lacking should be most efficiently supplemented and developed. When the pupil has completed the course of training, the school [surely through some central agency, not through an agency

created in connection with each school] should make every effort to place her in the position where she has greatest opportunity to develop her particular abilities and can give the most efficient service. Fourth, close co-operation with the pupil who has gone to work and with her employer will enable the educator to profit by the experience of all concerned and continually to adjust the curriculum to changing requirements. Vocational education based on these four principles has three most desirable results: First, it will save the girl without the requisite qualifications from disappointment and failure in an occupation in which she has no chance for success. Second, it will raise the standard of the occupation. Third, it will provide those eligible for the occupation with the equipment which the prospective worker must have to insure success and advancement" (p. 174).

Boyhood and Lawlessness. The Neglected Girl. West Side Studies Carried on under the Direction of PAULINE GOLDMARK, Formerly Associate Director, New York School of Philanthropy, Member of Industrial Board, New York Department of Labor. New York: Survey Associates, 1914. Pp. xix+143.

For two years the New York School of Philanthropy maintained, through the generosity of the Russell Sage Foundation, a Bureau of Social Research under the direction of Miss Goldmark. It was then planned to make a study of a West Side district in New York, and in these two studies are presented some of the results of that undertaking. The first, "Boyhood and Lawlessness," is the work of two young men, E. M. Barrows and C. S. Childs, who lived in the district for nearly two years, whose experiences in that neighborhood interprets the records of 294 boys—learned of from the Children's Court (202), the Big Brother Movement (43), a special club (10), the Charity Organization Society (8), and from various other miscellaneous sources (31). The seven chapters deal with "His Background," "His Playground," "His Games," "His Group," "His Home," "The Boy and the Court," and "The Center of the Problem."

These types are direct and logical products of neighborhood conditions, just as many of the ways in which the boy finds his recreation simply announce the fact that he must invent for himself what his home fails to provide. The boy's inner life is bleak and wretched because every normal instinct of youth, all the qualities of which future men are made, have been sapped and stunted by the gray, grim neighborhood in which even play is crime. There are ten thousand hopeless little tragedies on the Middle West Side today; and our only answer to their appeal is to call for the police [p. 160].

There is an appendix, giving the statistical material; and there are twenty-eight photographs taken by Lewis W. Hine.

"The Neglected Girl," by Ruth S. True and Josephine Roche, is the second of these studies in neighborhood neglect. The chapters deal with "The Grip of